

Awards for Innovation in Higher Education

Section A. Cover Page.

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List of Participants

- Foothill College
- Mountain View Los Altos High School District
- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
- Loyola Marymount University and Loyola Law School;
- Santa Clara University and Santa Clara University School of Law;
- University of San Francisco and University of San Francisco, School of Law;
- University of Southern California and University of Southern California Gould School of Law;
- Twenty-eight (28) selected community colleges in California

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside
18	Sacramento City College	Sacramento

19	San Joaquin Delta College	Stockton
20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura
25	Saddleback College	Mission Viejo
26	Santa Monica College	Santa Monica
27	East Los Angeles College	Los Angeles
28	West Los Angeles College	Los Angeles

- 16 Law CPA Partner High Schools

1	Deer Valley High School	Antioch
2	Florin High School	Sacramento
3	Luther Burbank High School	Sacramento
4	McClatchy High School	Sacramento
5	Pacific Law Academy	Stockton
6	Jesse Bethel High School	Vallejo
7	De Anza High School	Richmond
8	Richmond High School	Richmond
9	Highland High School	Palmdale
10	Juan Cabrillo High School	Long Beach
11	Narbonne High School	Harbor City
12	Washington Prep High School	Los Angeles
13	Wilson High School	Los Angeles
14	El Dorado High School	Placentia
15	Crawford High School	San Diego
16	Theodore Roosevelt Senior High School	Los Angeles

Abstract

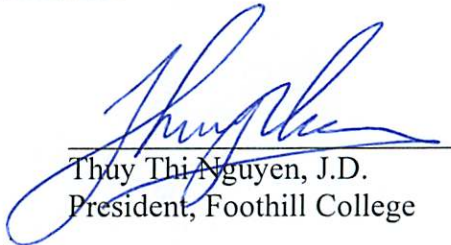
The innovation, 4+2+3, is an expansive diversity/equity program that would connect an existing innovative program 2+2+3 *Community College Pathway to Law School* (28 California Community Colleges, 6 four-year universities, and their respective 6 law schools) with the highly diverse and successful 16 California Partnership Law Academies and other high school AVID programs through dual enrollment under the framework of a recently enacted dual enrollment law, A.B. 288. The goal of enhancing an already innovative initiative is to further innovatively serve the goal of diversity in our State. By establishing a 4+2+3 model, this innovation connects 4 systems of education – high school to law school - and addresses the *time, cost, and availability of meaningful education* to a *diverse and historically disadvantaged student population*. Students from diverse backgrounds and underrepresented communities will earn a degree in less time, for less money, while preparing them for entry into a law or law-related profession.

Contact Information for Representative of Fiscal Agent

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Community College: Foothill College
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Phone Number: 650.949.7200
Mailing Address: 12345 El Monte Road, Los Altos Hills, California 94022

Assurance and Signature

"I assure that I have read and support this application. I understand that, if this application is chosen for an award, Foothill College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information."



Thuy Thi Nguyen, J.D.
President, Foothill College

Awards for Innovation in Higher Education

Section B. Narrative Responses to Application Items.

[Responses start on next page]

1. From the perspective of students, what is the problem you are trying to solve? [1 page]

The 4+2+3 innovation connects 4 systems of education - high school to law school - and addresses the *time, cost, and availability of meaningful education* to a *diverse and historically disadvantaged student population*. Students from diverse backgrounds and underrepresented communities will earn a degree in less time, for less money, while preparing them for entry into a law or law-related profession.

- **Time.** 4+2+3 will allow students to earn a Bachelor's degree in as little as two years after high school. This acceleration is possible because of dual enrollment: high school students start to earn college credit as early as the 10th grade. By the time they graduate high school, students could have earned the equivalent of an Associate's degree, or be eligible to enter the UC or Cal State system as a Sophomore.

- **Cost.** As dual enrolled students, who complete an equivalent of an Associate's degree or the Freshman year of their bachelor's degree while still in high school, students will save as much as a year's university tuition ([AB 288](#), Education Code [76004](#), and Education Code [49011](#)). For 2016-17, the total "cost of attendance" savings are estimated to be \$34,200 for [UC students](#), and \$26,999 for students attending [CSU](#). The University of California system-wide tuition costs, alone, for undergraduates is \$12,294, and for the California State University system is \$6,348. Under AB 288, students (including AB 540 undocumented students) may not be charged enrollment fees, textbooks, supplies, and other fees. Additionally, each Law CPA and participating community college is required to have an Advisory Council of volunteer judges and lawyers; these local councils are fundraising money for scholarships, field trips, internships, and other activities that enhance educational opportunities.

- **Serving historically underrepresented students.** Through the documented strength of [dual enrollment](#), 4+2+3 will serve California's State-wide goal of furthering the education of historically under-represented students. 4+2+3 will enroll high-school students from either the CPA programs by the State Bar, or AVID and AVID-profile programs whose mission is to serve historically under-represented students.¹

Based on data from one high-school district alone, the impact of AVID on historically disadvantaged students is astounding: at Los Altos High School's AVID program, 91% of the 221 students enrolled in AVID are Hispanic/Latino; at Mountain View High School 67% of the 142 AVID students are Hispanic/Latino. Data shows that AVID's under-represented students (Statewide AVID enrollment was 52% Hispanic/Latino) achieve higher in terms of completion of four-year university entrance requirements (59% higher for Hispanic/Latino), application and acceptance to four-year universities (9% higher), and show a 7% higher university persistence rate into the second year of university.²

4+2+3 will offer guidance and mentorship to ensure the success of underrepresented students in university. Entering a law or related profession will empower and serve not only individual students, but the historically underrepresented [group as a whole](#).

¹ Letter of commitment from Mountain View Los Altos High School District, Appendix 1.

² MVLA AVID datasheet, Appendix 2.

2. *What is the innovation?* [2 pages]

The 4+2+3 Initiative

Showcases the effectiveness and foresight of our legislative and regulatory bodies in creating avenues for change: the far-reaching College and Career Access Pathways partnerships initiated by the California Community College Board of Governors, enacted by the California Legislature, signed into law by Governor Brown on October 8, 2015 (Assembly Bill 288, Education Code 76004), as well as the joint project of the State Bar of California and California Department of Education in creating the California Partnership Law Academies, are essential to the success of 4+2+3;

Highlights the tremendous power of collaboration between California's public and private institutions: Foothill College and the Mountain View Los Altos High School District are engaging in a partnership to lead historically disadvantaged students into a law or law-related profession. With this partnership, the goal is to then anchor the entire statewide effort connecting the high school CPA and AVID programs with the 2+2+3 Community College Pathway to Law School initiative.³ The pathway would be replicated through CCPLS partners: 28 California Community Colleges, their associated high school districts, 6 four-year universities and their 6 associated law schools;

Combines the power of the highly acclaimed 2014 CCPLS Initiative (2+2+3 Community College Pathways to Law Schools) and the 2015 College and Career Access Pathways (AB 288) which allow for dual enrollment.

4+2+3 can be visualized as taking advantage of two significant initiatives (Law CPA and CCPLS), and through the powerful mechanism of dual enrollment and AVID or AVID-like programs at high schools, producing substantial gains in degree completion for a large group of historically under-represented students. The vehicle for impacting historically underrepresented students is AVID/pre-AVID; the vehicle for connecting high schools, community college and undergraduate universities students is the dual enrollment initiative (AB 288), while the mechanisms to connect high schools to law (and law-related) careers are the Law CPA program and the CCPLS Initiative.

<p>Law CPA</p> <ul style="list-style-type: none"> • 16 California Partnership Law Academies <p>+</p> <p>CCPLS</p> <ul style="list-style-type: none"> • 28 Community Colleges • 28+ Associated High Schools • 6 California universities • 6 associated California law schools 	<p>=</p> <p>Historically Underserved Student Success</p> <ul style="list-style-type: none"> • Accelerated Degree completion in ~3 years • Less cost to degree: total savings as much as \$34,200 • Success in Completion rates: 7% higher university persistence rate⁴ • Completion of four-year university entrance requirements: 59% higher for Hispanic/Latino⁵ • Application and acceptance to four-year universities: 9% higher⁶
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³ See Appendix 1, Letter of commitment from Mountain View Los Altos High School District.

⁴ MVLA AVID datasheet, Appendix 2, page 3.

⁵ MVLA AVID datasheet, Appendix 2, page 1.

⁶ MVLA AVID datasheet, Appendix 3, pages 1, 2.

The Law CPA Program. Under the CPA “school within a school” smaller learning community model, law is a relatively new career pathway. Within a short period of time since it was envisioned as a path to a desirable career in 2010, [16 law and law-related industry sector programs](#), modeled after CPA have developed. They are governed under the umbrella of California LAW. California LAW is a [unique partnership](#) between the State Bar of California and the California Department of Education; California LAW’s [mission](#) is “... to establish a pipeline of diverse students from high schools, community colleges, four-year institutions, and law schools into law or law-related careers so that the legal profession reflects the diverse population of the State of California.”

The CCPLS Initiative. CCPLS is a comprehensive assemblage of 28 community colleges, 6 four-year universities and their respective law schools. The 28 community colleges demonstrated a strong ability to transfer students, including underrepresented students. The initiative received much national attention for its innovative approach in both diversifying the legal profession and creating an articulation between community colleges and law schools. As evidenced by this data from the [2014 CCLC Fact Sheet](#), the consortium of 28 colleges have higher transfer rates for underrepresented students than the aggregate statewide rate for all community colleges:

	CA Pop.*	CCCs	24 CCs
African-American	5.8%	7.3%	8.7% (↑)
Hispanic	37.6%	38.9%	45.4% (↑)
Native American	1.0%	0.5%	0.5%

(↑) higher than statewide community college demographics

The Glue: Dual Enrollment and AVID: [Studies](#) show the success of career-focused dual enrollment programs that specifically target youth who were low-income, struggling academically, or within populations historically underrepresented in higher education. [Two-Year Outcomes](#) in California, cumulative across 5 community colleges, shows

	Dual enrolees	District 12th graders
Persistence	82%	70%
College Credits	33.43	23.37

The impact of AVID on historically disadvantaged students is astounding: at Los Altos High School’s AVID program, 91% of the 221 students enrolled in AVID are Hispanic/Latino; at Mountain View High School 67% of the 142 AVID students are Hispanic/Latino. Data shows that AVID’s under-represented students (Statewide AVID enrollment was 52% Hispanic/Latino) achieve higher in terms of completion of four-year university entrance requirements (59% higher for Hispanic/Latino), application and acceptance to four-year universities (9% higher), and show a 7% higher university persistence rate into the second year of university.⁷

⁷ MVLA AVID datasheet, Appendix 2.

3. *How will you implement this innovation?* [2 pages]

Foothill College, under the leadership of President Thuy Nguyen who was instrumental in envisioning and spearheading the innovative 2+2+3 CCPLS Initiative, is perfectly positioned to act as the fiscal agent, and agent for success of the 4+2+3 Innovation. President Nguyen was also instrumental in the dual enrollment legislatively, with both advocating for and crafting of AB 288 and its preceding bills.

In addition, the program would be anchored by [Cal L.A.W.](#), a non-profit under the fiscal sponsorship of the Foundation for California Community College.

High school and community college dual enrollment. Using the dual enrollment mechanism offered by AB 288, Foothill College is partnering with the Mountain View Los Altos High School District (MVLA) to facilitate a pathway for historically disadvantaged students into law and law-related professions.

MVLA has successfully incubated the nationally acclaimed AVID program for historically underrepresented students on its two campuses.

- Los Altos High School enrolls 221 students in its AVID program, 91% of whom are Hispanic/Latino and over 47% of whom are eligible for the National School Lunch Program. 51.6% of AVID students at Los Altos High, are enrolled in AP classes, 100% of AVID students take a college prep curriculum; as of January 20, 2017, 38 AVID students have already met the UC and CSU course completion requirements.
- Similarly, at Mountain View High School 67% of the 142 AVID students are Hispanic/Latino, and almost 40% of AVID students are eligible for the National School Lunch Program. At Mountain View High School, 57.4% of AVID students are enrolled in AP classes, 100% of AVID students take a college prep curriculum; as of January 20, 2017, 32 AVID students have already met the UC and CSU course completion requirements.⁸

Through its AVID and AVID-like programming, MVLA will offer not only appropriate classes, but perhaps more importantly guidance and mentorship to ensure the success of underrepresented students in college. MVLA enrolls approximately 400 students into its AVID program each year; it sees the need for this program for many more students, specifically to channel them into law and law-related professions such as political science, law enforcement, public service, social justice. Entering a law or related profession will empower and serve not only individual students, but the historically underrepresented group as a whole. Partnering with Foothill College to meet the goals of the CCPLS Initiative (and thereby the 4+2+3 Innovation), will help MVLA and Foothill College meet the needs of California's underrepresented population.⁹

MVLA already offers, on its campus, courses required by the CCPLS Initiative: Introduction to American Government, U.S. History, and Statistics. MVLA will open additional opportunities in substantive and experiential learning classes: Service/Civic Learning, Street Law, Street-based

⁸ MVLA AVID datasheet, Appendix 2.

⁹ MVLA Pre-AVID description, Appendix 1, p. 2.

Law, Law & Democracy, College Success, Argumentation and Debate, Persuasion, and English Composition.¹⁰ Foothill College and MVLA envision broadening the offerings to offer additional college-level CCPLS Initiative classes both during the school year, and as part of a special summer semester offering. Classes will be held both on the high school, and Foothill College campuses.

Separately, but connected in terms of the overall mission, the Law CPA model which pipelines high school and community college students to law and law-related fields is equally important in serving disadvantaged students: Law CPA must serve high schools with a 350+ population, of which at least 50% of students are disadvantaged. The Law CPA students receive foundational classes designed to build skills such as writing and critical thinking -- all basic skills for success, but particularly in law and law-related fields. The law academies have [unprecedented support](#) of the legal profession: to date 1,200 lawyers, judges and legal professionals volunteer in support of this diversity education pipeline.

College and university enrollment.

High school students who complete the full suite of nine pre-law classes required under the CCPLS Initiative and its Special Partnership Agreement, may, through the dual-enrollment mechanism, obtain an Associate degree upon graduating high school. As well, the student may be eligible to enter university, particularly CSU or UC where the courses are readily transferrable, as a Sophomore.

Steps in full implementation, timeline, and perceived risks.

The beauty of the 4+2+3 Innovation is that it relies on initiatives that have already seen success, and that serve California's underrepresented students: the AVID program, dual enrollment, CCPLS Initiative, and the Law CPA program. The fiscal agent, Foothill College, is already invested in the success of each of the initiatives, and is in a position to ensure their successful integration at numerous high schools, community colleges, four-year universities and law schools throughout California. Since the core components of the 4+2+3 Innovation are already in place, it is estimated that the full cycle of implementation will take less than 5 years, with results through university and graduate school apparent in 8 years.

Inconsistent implantation is one of the risks of running an unprecedented statewide program that involves 28 community colleges, associated high schools, 6 four-year universities, 6 law schools, and 16 Law CPA programs. Funding from the Governor's Innovation Award is essential to ensure successful implementation, as it would allow for hiring of statewide staff and programs to ensure high quality and uniformity.

¹⁰ The classes listed are either seven of the required, or two of the elective classes under the CCPLS Initiative.

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California? [1 page]

The 4+2+3 Innovation thoughtfully sequences initiatives that have already seen success on a national or State-level in serving our historically underrepresented students. The AVID program is nationally – and in fact internationally – lauded in its effectiveness in preparing high school students for success in four-year universities and colleges.¹¹

MVLA has very effectively implemented AVID on its two campuses to serve ethnic minority, low income, first generation college students, and students who face special circumstances in their lives.¹²

4+2+3 showcases signature California legislation, and accompanying executive support, in creating avenues for educational change. The College and Career Access Pathways partnerships enacted by the California Legislature and signed into law by Governor Brown on October 8, 2015 (Assembly Bill 288, Education Code 76004), which opens the door for more robust dual enrollment programs in high schools with underrepresented communities. 4+2+3 students will, through dual enrollment, complete an undergraduate degree in as little as two years after high school. Before graduating high school, these students may concurrently earn an Associate's degree, or be eligible to enroll as a Sophomore at a US or CSU, thereby significantly reducing both time and cost to degree.

Similarly, the joint project of the State Bar of California and the California Department of Education in creating the California Partnership Law Academies, is an essential element of, and tool for, success of 4+2+3.

4+2+3 also highlights the tremendous power of collaboration between California's public and private institutions: 28 California Community Colleges, their associated high school districts, 6 four-year universities and their 6 associated law schools, and 16 (and growing) California Partnership Law Academies.

¹¹ MVLA AVID datasheet, Appendix 2.

¹² MVLA Pre-AVID description, Appendix 1, p. 2.

5. How could this innovation be scaled up within the setting in which you work, and replicated in other areas in California? [1 page]

The 4+2+3 Innovation already exists in its many sub-components, but what is necessary is a thoughtful sequencing and coordination of its many proven components.

Foothill College and MVLA are actively engaged in ensuring that AVID and pre-AVID students can avail of the many opportunities presented by Foothill College, CCPLS and the Law CPA program. For instance, they are working through details of class coordination, transportation between the campuses, and course scheduling.

Learning from this experience, Foothill College would work with the parties who are already engaged in the CCPLS and Law CPA program to ensure a State-wide implementation of the innovation.

Foothill-MVLA's efforts can be scaled up to the 28 community colleges that are part of the CCPLS initiative, and to at least as many high schools that fall within their districts. Harnessing the collective State-wide reach of CCPLS and Law CPA program, the innovation is expected to also immediately involve an additional 16 law and law-related Law CPA programs.

6. *What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?* [1 page]

The problem identified in response to Item 1 included:

- Time-to-degree;
- Cost of university education;
- Higher education opportunities for students who are historically underrepresented in higher education (low-income, first-generation college, underrepresented minority groups, etc.)

The effectiveness in solving the problems through the 4+2+3 Innovation lies in the strength of leadership, and proven success of the components of the initiative.

California L.A.W. has a statewide board representing different sectors of the program and has the expertise to implement: law school dean, community college administrators and faculty, high school principal, and members of the legal profession. Foothill College President Thuy Nguyen serves as chair of the California L.A.W. board.

Foothill College's key partner, MVLA, has successfully incubated the nationally acclaimed AVID program for historically underrepresented students on its two campuses.

- Los Altos High School enrolls 221 students in its AVID program;
- 91% of Los Altos High AVID students are Hispanic/Latino;
- Over 47% of Los Altos High AVID students are eligible for the National School Lunch Program;
- 51.6% of Los Altos High AVID students are enrolled in AP classes;
- 100% of Los Altos High AVID students take a college prep curriculum; as of January 20, 2017, 38 AVID students have already met the UC and CSU course completion requirements;
- Mountain View High School enrolls 142 AVID students in its AVID program;
- 67% of the Mountain View High School AVID students are Hispanic/Latino;
- 40% of Mountain View High School AVID students are eligible for the National School Lunch Program;
- 57.4% of Mountain View High School AVID students are enrolled in AP classes;
- 100% of Mountain View High School AVID students take a college prep curriculum; as of January 20, 2017, 32 AVID students have already met the UC and CSU course completion requirements.¹³

¹³ MVLA AVID datasheet, Appendix 2.

7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts? [1 page]

The 4+2+3 Innovation will track data at every stage of implementation. Since the innovation will serve historically underserved students from high school to law school, a comprehensive set of track-able and tangible indicators will be tracked. These will include student ethnicity, economic capacity, course load, course success. California L.A.W. is already working with the national Law School Admissions Council (the organization that administers the LSAT) to develop a national tracking system for the pathway program, and University of California Office of the President has committed to building a tracking system within its transfer application process for the law pathway program.

In addition, various non-tangible factors must be assessed at each stage, for each student. The role of teachers, counselors, mentors, and support staff will be invaluable in assessing whether program reaches its equity goals. A student's success will lie in a correct assessment of where they start, what barriers they face, how the barriers are best overcome, and how far they reach in their goals.

8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? [1 page]

Foothill College, committed as it is to serving our underrepresented students, is fortunate to have the support and leadership of President Thuy Nguyen in implementing the 4+2+3 Innovation.

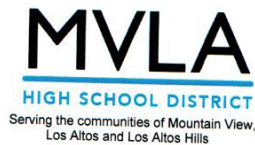
Foothill College has the strong support of the Mountain View Los Altos High School District in implementing dual enrollment as a pipeline to higher education. Already highly successful on both its campuses in implementing the AVID program to serve underrepresented students, MVLA is ironing out details of the dual enrollment program so as to be even more effective in serving its students. For instance, the partners are in discussion about offering experiential learning classes to excite student interest in law and law-related fields. They are also discussing details such as the timing and location of the course offerings so as to enable the maximum number of students to avail of the opportunities that dual enrollment, CCPLS, and Law CPA offer.

The underlying programs that are brought together by 4+2+3 Innovation have broad support from 28 community colleges, 6 universities, and 6 law schools, and 16 Law CPA programs. The support of the State Bar of California and the California Department of Education in the Law CPA program is highly informative of the wide support for a program that enhances its goals.

Funding from the Governor's Innovation Award is essential to ensure successful implementation of this innovative program across numerous high school to law school constituents at a statewide level. The funds would allow for hiring of statewide staff, other operational costs, and statewide programming (e.g., statewide debate competition) to ensure high quality and uniformity, to meet program needs such as transportation of students to community colleges for dual enrollment classes, and for creating processes to maintain and exchange data across the many constituents of this visionary program.

Appendix 1

Letter of commitment from Mountain View Los Altos High School District



MOUNTAIN VIEW LOS ALTOS HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

Phil Faillace, Ph.D.
Joe Mitchner
Susan Sweeley
Debbie Torok
Fiona Walter

SUPERINTENDENT

Jeff Harding, Ed.D.

Dr. Thuy Nguyen
President, Foothill College
El Monte Ave.
Los Altos Hills, CA 94022

January 23, 2017

Dear Dr. Thuy,


It is with great pleasure that we state our absolute and unequivocal support for the **Special Partnership Agreement**, an innovative initiative that will provide a clear pathway from community college to law school.

We enthusiastically endorse the concept of creating a pre-law pathway program for high school AVID and AVID-like students in the Mountain View Los Altos HS district. We will design this program to meet the dual enrollment (AB 288 CCAP) requirements for AVID students in both of our schools. The law pathway program is a diversity program, and AVID students, most of whom are first-generation students, fit this criteria perfectly.

We support Foothill College in their application for the **Governor's Innovation Grant**, and we are looking forward with enthusiasm to creating a pathway for our first-generation high school students to potentially earn an AA degree from Foothill College while completing their 11th and 12th year in high school, and then be admitted to a four year university with the aim of completing an additional three years of law school upon earning their bachelor degree.

We thank you for inviting us as potential partners in this endeavor as you plan on expanding your partnership agreement under the **Community Colleges Pathway to Law School Initiative** by adding a high school component under Dual Enrollment.

With warm regards,



Jeff Harding, Ed.D.
Superintendent



Brigitte Sarraf
Associate Superintendent, Retired



1299 Bryant Avenue, Mountain View, California 94040-4599

Phone: (650)940-4650

PRE-AVID

The Mountain View Los Altos High School District enrolls approximately 400 AVID students each year. AVID is an internationally recognized program designed to prepare high school students for success in four-year colleges and universities. The program is designed for students who are historically under-represented in colleges and universities and serves ethnic minority, low income, first generation college students, and students who face special circumstance in their lives.

The MVHS district has a long history of helping underrepresented students, especially socioeconomically disadvantaged and Latino students succeed in rigorous college preparatory classes, enroll in honors and AP classes, meet the a-g requirements, and eventually enroll and succeed in four year colleges and universities.

AVID advises schools to target students in the academic middle, typically those who earn B, C and sometimes even D grades, so long as they have the desire to go to college and the willingness to work hard. Typically these students are capable of completing rigorous, college-prep curriculum, but are not performing according to their potential. The AVID model is based on the firm believe that students who are willing to work hard, and are given the right supports, can successfully complete the rigorous courses that would prepare them for four-year universities.

We believe that there are many more than 400 students in our district who fit the above criteria and who are equally deserving of the extraordinary support provided to AVID students. The district is interested in expanding AVID enrollment in the future, and would like to advocate for granting access to the law pathway for students who fit the general description of AVID, but are not formally enrolled in the AVID program as yet.

Appendix 2

MVLA AVID Datasheet

1/24/2017 AVID Student Profile - Los Altos High School

Tuesday, January 24, 2017

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NAVIGATION

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[AVID Student Profile](#)

[AVID Student Profile](#)

AVID STUDENT PROFILE

Who May Participate? LAHS AVID students are typically historically underserved students in four-year colleges (ethnic minority and/or low income and/or first generation college students and/or special circumstances) who:

- have academic potential for a four-year college.
- have average to high standardized test scores.
- have a 2.0-4.0 GPA.
- have good citizenship.
- have good attendance.
- commit to two hours (or more) of daily homework/study.
- get involved in at least one co-curricular activity.

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<http://www.mvla.net/LAHS/Department/116-Academics-departments-and-course-catalog/Portal/501-AVID-Student-Profile>

1/2

1/24/2017

Advancement Via Individual Determination (AVID) - Mountain View Los Altos District

Tuesday, January 24, 2017

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Advancement Via Individual Determination (AVID)

AVID is an internationally recognized program designed to prepare high school students for success in four-year colleges and universities. AVID students are historically under-represented in four-year schools. The program includes: ethnic minority, and/or low income, and/or first generation college students, and/or students who have special circumstances in their lives. The AVID program has successfully helped many underrepresented students (especially socioeconomically disadvantaged students and Latino students) succeed in rigorous college preparatory classes, enroll in honors and AP classes, meet the a-g requirements, and eventually enroll and succeed in four year colleges and universities. AVID teachers remain with the same students all four years in high school, addressing the "hidden curriculum" of school and helping them achieve academic success.

The AVID curriculum is carefully scaffolded to help AVID students reach their goals. The core values of the AVID program include building classroom community, fostering academic excellence and leadership that catalyzes change in society. AVID also has a robust student mentor program that allows upper grade students to be tutors in AVID classes several days a week. Not only does this provide significant opportunity for AVID students to refine and clarify their skills in their classes, it also provides an important and critical opportunity for students to develop personal and lasting relationships with diverse groups of students. The AVID programs in our two schools have repeatedly received accolades as model programs in the state.

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**AVID Data Collection Form
Mountain View High School**

	Racial Identity	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
1	American Indian or Alaskan Native	5	3	8	0.4%	1	0	1	0.7%
2	Asian	261	232	493	25.8%	6	9	15	10.6%
3	Native Hawaiian or other Pacific Islander	8	7	15	0.8%	2	0	2	1.4%
4	Filipino	29	38	67	3.5%	2	12	14	9.9%
5	Hispanic or Latino	234	191	425	22.2%	36	58	94	66.7%
6	Black or African American	20	27	47	2.5%	3	2	5	3.5%
7	White (not Hispanic)	410	447	857	44.8%	6	4	10	7.1%
8	Two or more races	-	-	-	-	-	-	-	-
9	Declined to state	1	1	2	0.4%	0	0	0	0.0%
Total		968	946	1914	100.0%	56	85	141	100.0%

	Grade Level	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
10	9th	266	240	506	26.4%	12	15	27	19.1%
11	10th	230	259	489	25.5%	11	24	35	24.8%
12	11th	238	228	466	24.3%	16	17	33	23.4%
13	12th	234	219	453	23.7%	17	29	46	32.6%
Total		968	946	1914	100.0%	56	85	141	100.0%

	Course of Rigor	(Does your site offer AP, IB, and/or AICE courses? Please indicate Yes/No)	Number of AVID Students Enrolled in AP					
			9th	10th	11th	12th	Total AVID AP	% of AVID Enrollment
14	Count each AVID student only once. If course of rigor are not offered, enter a note explaining why:	Yes, AP courses	0	32	21	28	81	57.4%

	NSLP Eligibility (FRE)	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
15	Eligible	160	103	263	13.7%	21	35	56	39.7%
16	Not Eligible	808	843	1651	86.3%	35	50	85	60.3%
Total		968	946	1914	100.0%	56	85	141	100.0%

**AVID Data Collection Form
Mountain View High School**

Four-year College Entrance Requirements	
17	<p>Enter the number of current AVID high school students (grades 9-12) who are taking a sequence of courses that will allow them to meet four-year college entrance requirements (based upon their current transcript and four-year plan). If fewer than 100% of your AVID students are enrolled in a sequence of courses that will allow them to meet four-year college entrance requirements, add a note explaining why:</p> <p>100% of AVID students take a college prep curriculum, and 32 current AVID students have already met UC/CSU course completion requirements as of 1/20/17</p>

18	Attendance: Please report the average attendance rate for AVID students and all students from the last school year (2015-2016).	All Students Avg Attendance (2015-16)	AVID Students Avg Attendance (2015-16)
		97.9%	97.6%

**AVID Data Collection Form
Mountain View High School**

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8	Two or more races	-	-	-	-	-	-	-	-
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**AVID Data Collection Form
Mountain View High School**

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		97.9%	97.6%

AVID Data Collection Form
Los Altos High School

	Racial Identity	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
1	American Indian or Alaskan Native	4	3	7	0.3%	0	0	0	0.0%
2	Asian	273	270	543	26.3%	4	5	9	4.1%
3	Native Hawaiian or other Pacific Islander	2	3	5	0.2%	0	1	1	0.5%
4	Filipino	20	21	41	2.0%	1	3	4	1.8%
5	Hispanic or Latino	306	270	576	27.9%	88	113	201	91.0%
6	Black or African American	14	20	34	1.6%	1	4	5	2.3%
7	White (not Hispanic)	455	400	855	41.4%	0	1	1	0.5%
8	Two or more races	-	-	-	-	-	-	-	-
9	Declined to state	0	2	2	0.5%	0	0	0	0.0%
Total		1074	989	2063	100.0%	94	127	221	100.0%

	Grade Level	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
10	9th	271	278	549	26.6%	15	28	43	19.5%
11	10th	271	259	530	25.7%	22	34	56	25.3%
12	11th	296	246	542	26.3%	30	29	59	26.7%
13	12th	236	206	442	21.4%	27	36	63	28.5%
Total		1074	989	2063	100.0%	94	127	221	100.0%

	Course of Rigor	(Does your site offer AP, IB, and/or AICE courses? Please indicate Yes/No)	Number of AVID Students Enrolled in AP					% of AVID Enrollment
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	NSLP Eligibility (FRE)	A Entire School (9th - 12th grade)		Total Enrollment	% of Total Enrollment	B AVID Students (9th - 12th grade)		AVID Enrollment	% of AVID Enrollment
		Male	Female			Male	Female		
15	Eligible	167	132	299	14.5%	44	60	104	47.1%
16	Not Eligible	907	857	1764	85.5%	50	67	117	52.9%
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AVID Data Collection Form
Los Altos High School

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1/24/2017

FAQ

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AVID's mission is to **close the achievement gap** by preparing all students for **college readiness** and **success** in a global society.

Advancement Via Individual Determination

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FAQ – Frequently Asked Questions

AVID – Why that name?

AVID's founder, **Mary Catherine Swanson**, believed that if students were **willing to work hard**, she could teach them the skills needed to successfully complete the rigorous courses that would prepare them for four-year universities. She required students to take ownership of their own learning and futures, hence the acronym Advancement Via Individual Determination.

What is AVID?

AVID Center is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID Center was founded to support and oversee the **AVID System** first created by Mary Catherine Swanson in 1980. Established more than 35 years ago with **one teacher in one classroom**, AVID today impacts more than **1.5 million students in 46 states and 16 other countries/territories**.

What does College Readiness mean?

College readiness refers to the level of preparation a student needs in order to **enroll and succeed**—without remediation—in a credit-bearing general education coursework at a college or university. According to research done by **Dr. David T. Conley**, being college-ready means students understand what is expected in a college course, can cope with the content knowledge presented, can take away from the course the key intellectual lessons, and have both the mindset and disposition necessary to enable understanding.

The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college. AVID helps students develop a **vision for their future**, gain confidence in their abilities, and take ownership of their learning.

What is the “achievement gap”?

The **achievement gap** refers to the difference in the educational performance of groups of students, especially groups defined by socioeconomic status, race/ethnicity and gender. The achievement gap is typically discussed in the context of standardized test scores, grade point average, dropout rates, and/or college enrollment and completion rates. AVID is closing the achievement gap, with AVID students **consistently outperforming their peers**.

How are students selected for the AVID Elective?

The AVID Elective targets students in the academic middle – B, C, and even D students – who have the desire to go to college and the willingness to work hard. These students are capable of completing rigorous curriculum but are falling short of their potential. Often times, they will be the first in their families to attend college, and many are from socio-economically disadvantaged families.

Teachers, administrators and/or other faculty typically recommend students, and the selection process usually involves an interview. Though AVID provides guidelines and expectations, final selections and processes are left to the schools.

Why students in the academic middle? Why do AVID students have to take advanced coursework?

Students in the academic middle often move through our educational systems without any special recognition, positive or negative. While many of these students go on to graduate from high school, since they haven't been pushed academically, they are often not ready for rigorous coursework in college upon graduation. When a school has AVID, students in the AVID Elective and throughout the school are held to higher expectations and given the support they need to succeed and prepare for postsecondary opportunities. By pushing students into more rigorous coursework, encouraging, assisting, and advocating for them every day, AVID greatly increases the likelihood of students making it to and through college.

Who are AVID tutors, what do they do, and how are they selected?

AVID tutorials and AVID tutors play a vital role in the AVID Elective class, while also benefiting other content area classes in a school. Using their knowledge and experience, AVID trained tutors facilitate learning in study groups by subject that leads to increased student participation and success. Tutors are typically college students, often **AVID Alumni** that create an environment where students feel comfortable asking questions and deepen their understanding of content and concepts in a collaborative, supportive setting. Tutors are essential to the success of AVID, acting as a resource and role model for AVID students both academically and socially.

How does AVID support English language learners?

AVID Excel works to ensure middle school English language learner (ELL) students can succeed in high school college preparatory coursework. AVID Excel interrupts students' **long-term ELL (L-TELL) status** and accelerates their academic language acquisition, while giving them the strategies and supports which are the hallmarks of the **AVID College Readiness System**.

How does AVID help with STEM? (Science, Technology, Engineering & Math)

<http://www.avid.org/faq.ashx>

1/2

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FAQ

AVID Center developed four **STEM Math and Science Summer Bridge Programs** to strengthen AVID's support for middle level student achievement in math and science and to encourage student acceleration and interest in STEM (Science, Technology, Engineering, and Mathematics) fields. The AVID STEM Summer Bridge Programs offer rigorous math and science content incorporating **WICOR strategies** in engaging, collaborative lessons and activities.

Where does AVID fit in with the Common Core?

While the Common Core State Standards (CCSS) describe "what" students should know, **AVID strategies** provide "how" students will learn and master the knowledge and skills needed to meet the standards. The expectations of **AVID align with CCSS** in many ways and are embedded within the curriculum to meet the rigorous expectations. For example, the higher-level thinking skills required by the CCSS (i.e., analyzing, comparing, inferring) are the exact skills that AVID has promoted and used to design its curriculum for the last 30 years.

How do I get AVID at my school?

AVID can be in any K-12, elementary or secondary school when the school district is an active AVID member. If you are a school or school district interested in being an AVID member or seeing AVID in action, please contact the **divisional office** nearest you to visit a location and start the membership process. For secondary schools/districts, we encourage you to visit one of our **AVID National Demonstration Schools** as it is one of the best ways to fully understand and directly appreciate AVID's impact.

Colleges and universities interested in AVID for Higher Education can contact **AVIDforHigherEducation@avid.org** for the steps involved.

Who pays for AVID?

When schools, colleges, and universities are ready to implement the AVID College Readiness System, AVID Center and district/campus leadership work together in a membership contract to suit the needs of the district/campus.

Districts, schools, colleges and universities can use federal and state funding and local funds, as well as private grants to help fund AVID at their site. AVID Center has **developed resources** to help school districts and institutions of higher education seek funding for their AVID implementation through grants, partnerships, and other sources.

My child is not in the AVID Elective. How does he/she benefit?

AVID is designed to impact the leadership, systems, instruction and culture of a school to support high expectations and levels of achievement for all students. AVID impacts students throughout the school when trained teachers use AVID strategies to influence the academic and behavioral skills of their students in all content classes. Although AVID is an elective course for selected students, **ALL** students will benefit because the methodologies, strategies, and expectations are schoolwide and impact the learning environment and culture of an entire campus.

Why is AVID Summer Institute only for AVID members?

AVID Summer Institute provides professional learning for AVID schools and their AVID Elective teachers, content area teachers, counselors, and administrators. AVID District Directors may also attend Summer Institute. The training focuses on learning the methodologies that go along with the **AVID curriculum** and also provides student support strategies that are part of becoming an AVID site. Summer Institute is also an opportunity for AVID educators to collaborate, network and share best practices. Non-AVID members are welcome to come to the **AVID National Conference** or an **AVID Showcase**.

Who can I contact with more questions about AVID?

Please browse the website for great resources about all the facets of AVID and contact one of our **divisional offices** for more specific information or questions.

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Data and Results

<http://www.avid.org/data-and-results.ashx>

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Data and Results

AVID is a proven, data-driven system with decades of measurable results. Following is a sampling of AVID's key data points.

Completion of Four-Year College Entrance Requirements

Overall, more than 90% of California AVID students have completed their four-year college entrance requirements. This achievement is between 1.5 and four times the national average in just about every category.

California Graduates Completing Four-Year College Entrance Requirements*

Ethnic Group	AVID in CA (%)	All of CA (%)
American Indian or Alaska Native	97%	30%
Asian	95%	67%
Black or African American	93%	33%
Hispanic or Latino	94%	35%
Other***	94%	48%
White (not Hispanic)	92%	50%
Overall	94%	43%

American Indian or Alaska Native: AVID CA=37, All CA=2,714
Asian: AVID CA=1,406, All CA=57,838
Black or African American: AVID CA=897, All CA=26,356
Hispanic or Latino: AVID CA=12,843, All CA=211,946
Other***: AVID CA=923, All CA=10,878
White (not Hispanic): AVID CA=1,665, All CA=117,218
Overall: AVID CA=17,771, All CA=426,990

AVID. (2015). AVID senior data collection: Study of 17,771 AVID seniors [Electronic Database]. California Department of Education Data Reporting Office. (2015). 12th grade graduates completing all courses required for U.C. and/or C.S.U. entrance: All students: State of California 2014-15 [Table]. Retrieved from CA.gov. State data represents the most current comprehensive data available.

*Four-year college entrance requirements is defined as those students who completed all courses required for U.C. and/or C.S.U. entrance.
**Interpret with caution due to the low number of AVID American Indian or Alaska Native graduates in California.
***Other includes students of two or more races and students who declined to state.

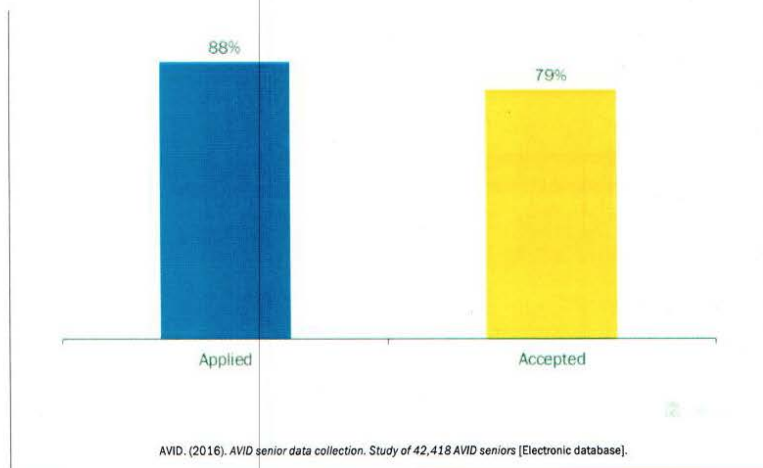
Percent of Students Applying to and Getting Accepted into Four-Year Colleges

Not only are AVID students exceptionally well prepared for college, they are also applying to and receiving acceptance into four-year colleges at significant levels.

AVID Graduates Who Applied and Were Accepted into a Four-Year College

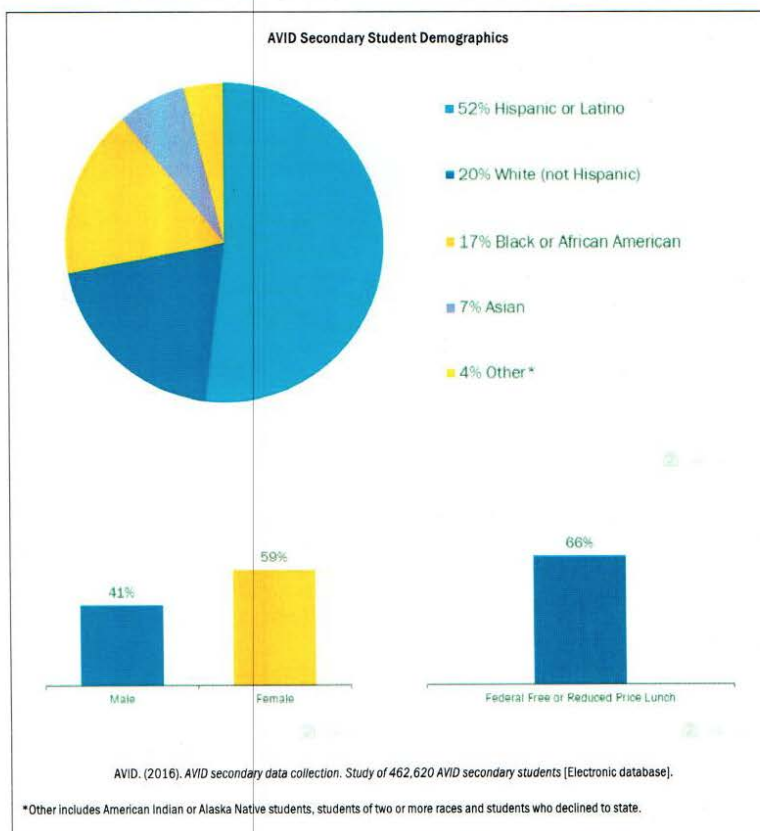
Data and Results

<http://www.avid.org/data-and-results.ashx>



Demographic Breakdown of AVID Secondary Students

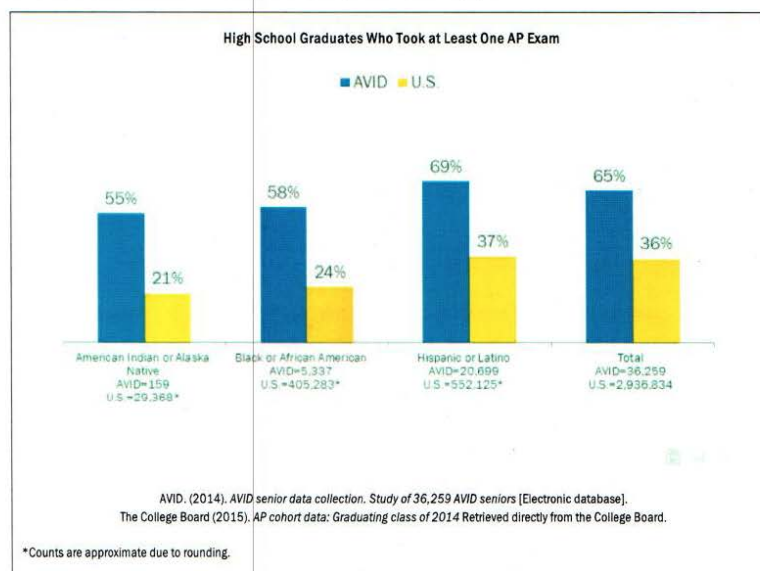
AVID's outstanding results are even more impressive considering that most AVID students come from traditionally underserved backgrounds.



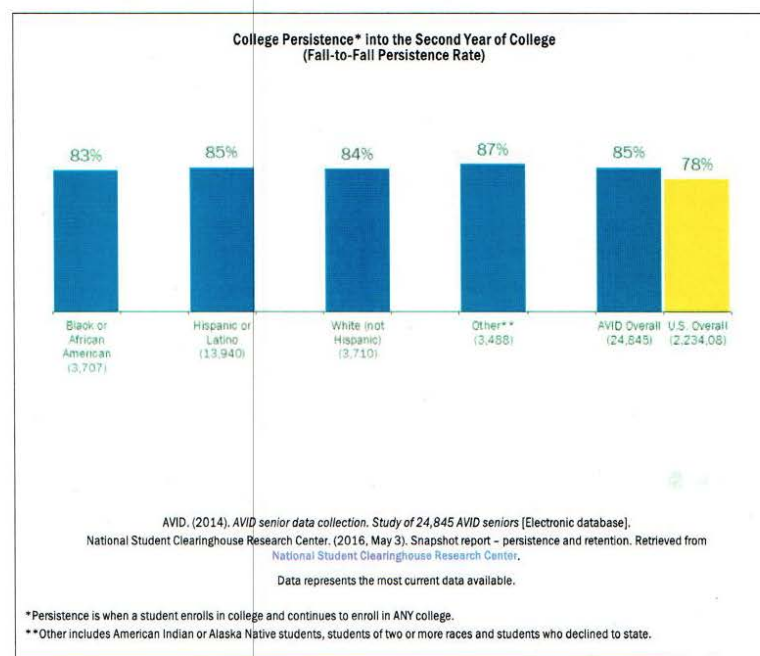
Data and Results

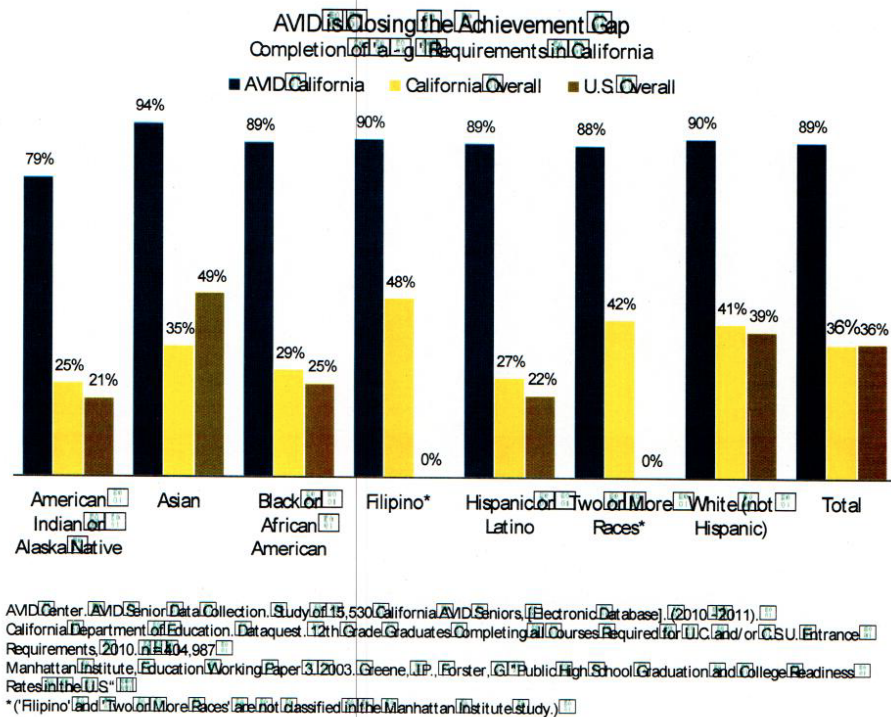
<http://www.avid.org/data-and-results.ashx>**High School Graduates Who Took at Least One AP[®] Exam**

Another key element for college readiness is rigorous coursework, like the AP exam. A substantially higher proportion of AVID graduates took at least one AP exam when compared to the U.S. overall. This difference is especially evident across ethnic groups.

**Rates of Persistence* into the Second Year of College**

AVID students from every ethnic background maintain their momentum into their second year.





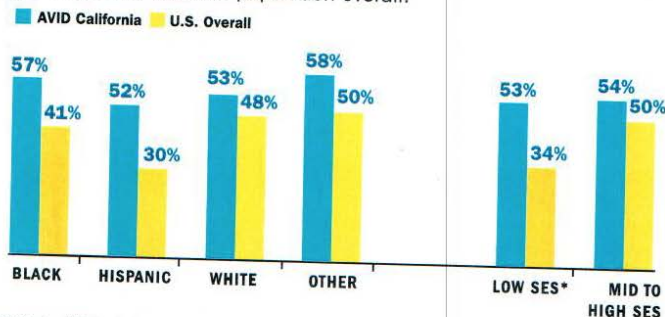
Jan 2012



AVID California – Closing the Achievement Gap for College Enrollment

Enrollment at Four-Year College Campuses: 2013-14

AVID California seniors are enrolling at more consistent rates between major subgroups than the population overall.



AVID Center, AVID Senior Data Collection (2014) U.S. Census Bureau (2014). Current Population Survey Data on School Enrollment, CPS October 2014-Detailed Tables [Data File, Table 7].
*Socio-Economic Status (SES)

Impressive Results for AVID California Seniors: 2015



Took at least one course of rigor*



Graduated from High School



Average High School GPA

89%

Applied to Four-year College/University

80%

Accepted

AVID (2015) AVID California senior data collection: Study of 17,967 AVID seniors
*Course of rigor: AP/IB/Cambridge and Dual-Enrollment

AVID California Professional Learning in 2014-15

Secondary Schools: 6-12

24%

of teachers, administrators, and counselors within these AVID schools have been AVID-trained

Elementary Schools: K-8

68%

of 4th-8th grade teachers within these AVID schools have been AVID-trained



“ AVID has become a systematic part of our school mission and vision. In using AVID strategies schoolwide, we have improved the educational experience for all of our students and continue to make strides towards closing the achievement gap. In so doing, we are providing a rich learning opportunity that will prepare students for their future and the new global economy. ”

— Eric A. Riegert, Principal at Oxnard High School, CA, an AVID National Demonstration School since 2008

AVID IS A NONPROFIT ORGANIZATION THAT PROVIDES EDUCATORS WITH PROVEN, REAL-WORLD STRATEGIES TO ACCELERATE THE PERFORMANCE OF UNDERREPRESENTED STUDENTS SO THAT THESE STUDENTS AND ALL STUDENTS ACROSS THE ENTIRE CAMPUS SUCCEED IN COLLEGE, CAREER, AND LIFE.

www.avid.org

From the AVID Website:

What is AVID Secondary?

AVID Secondary (grades 6-12) is an essential component of the [AVID College Readiness System](#) and is designed to enable schoolwide implementation of AVID's proven instructional methodologies and content area best practices to improve outcomes for all students. AVID Secondary goes beyond the AVID Elective course to affect an entire campus or district by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

The AVID Elective

The AVID Elective is the core of AVID Secondary. It targets students in the academic middle—B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive [academic help from peers and college tutors](#), and participate in enrichment and motivational activities to make their college dreams reality.

From the AVID Website:

1. The student has average skills and would not succeed in a rigorous curriculum without the support of the AVID class, and might be: traditionally underserved in colleges, disadvantaged, first-time college attendee from a family, underachieving, any combination of the above.
2. Student and teacher participation is voluntary.
3. The student has B's and/or C's.
4. The student has appropriate classroom behavior.
5. The student has good attendance.
6. The student has the potential to fulfill the college preparatory program in order to apply to a four-year college as a high school senior.
7. The parents and the student have the motivation and desire to prepare for entrance to a four year college or university.

From LAHS MVHS Recruitment info:

MVLA AVID students are typically historically underserved students in four-year colleges (ethnic minority and/or low income and/or first generation college students and/or special circumstances) who:

- Have academic potential for a four-year college
- Have average to high standardized test scores
- Have a 2.0 – 4.0 GPA
- Have good citizenship
- Have good attendance
- Are willing to challenge themselves academically and work hard
- Commit to two hours (or more) homework daily
- Get involved in at least one co-curricular activity